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17. ABSTRACT (MAX. 250 WORDS)

It is noted that television is used to extend, enrich, and supplement current work of the classroom in any subject field under the direction of the classroom teacher. It may provide basic instruction for students or give direction to the classroom teacher in a particular subject. Quality programs are dependent upon ideas, personnel and production. Television makes available to many students the special talents of scientists, artists, businessmen, and government leaders; presents unusual experiments and demonstrations; introduces students to people of other regions; takes students into museums, factories and other inaccessible places; transmits ideas, understandings and information economically; brings current events into the classroom; and provides the opportunity for clear and detailed observations by means of slow motion, animation or editing.

Attributes of a good television teacher include the abilities to plan and develop a lesson, to think and plan visually, and to communicate and stimulate. A table reveals that 22½ hours of preparation is required for one program. Problems involved in television teaching are listed as: time involved, tension, pressure, appearance, a sometimes helpless feeling, and added personal expenses. Essential television programs are given as Spanish I and II; In-Service for Spanish Teachers; Mathematics for 4th, 5th, and 6th grades, and In-Service for Mathematics Teachers. If money and time are available, other areas suggested are America's Heritage for middle grades and 8th grade; units on Africa, Japan, Latin America and Middle East; Spanish III; and math, science, art, music, field trips, health and holidays for primary grades.

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INSTRUCTIONAL TECHNOLOGY U.S.C.

REPORT TO THE LOS ANGELES COUNTY BOARD OF EDUCATION RELATIVE TO TELEVISION FOR 1963-64

ED001323

Office Of The County Superintendent Of Schools
Division of Audio-Visual Education
155 West Washington Blvd., Los Angeles 15, California

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DIVISION OF AUDIO-VISUAL EDUCATION
155 WEST WASHINGTON BLVD., LOS ANGELES, 15, CALIFORNIA

Report to the Los Angeles County Board of Education
Relative to Television for 1963-64

Tentative Agenda

March 11, 1963

1. Report on basic assumptions underlying the approach to television

2. Report on the values of television

3. Report on the activities in connection with the planning, preparation and production of television programs

4. Report on the assessment of activities

5. Report as to the relative costs

6. Report relative to the television programs for 1963-64

RCG:imc

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March 6, 1963

BASIC ASSUMPTIONS

1. Basic to education is communication - communication of ideas, attitudes, feelings, skills, and knowledge

   Television is making a unique contribution to communication

   instantaneously transmits sight and sound to a large, widely dispersed audience

   creates a feeling of a one to one relationship which enhances the business of communication

2. Broadcast television in Los Angeles County is used to:

   Extend, enrich, and supplement the on-going work of the classroom in any subject field under the direction of the classroom teacher

   Provide basic instruction for students and give direction to the classroom teacher in a particular subject

3. Television is a tool for the classroom teacher in designing and directing learning

4. Quality programs are dependent upon:

   Ideas

   Personnel

   Production

5. Budget considerations are fully recognized

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March 11, 1963

VALUES OF TELEVISION

1. Makes available to many students the special talents of:

   scientists
   artists
   businessmen
   government leaders

2. Presents unusual experiments and demonstrations

3. Introduces students to people of other regions and cultures

4. Takes students into museums, factories, and other inaccessible places

5. Economically transmits ideas, understandings and information

6. Brings events to the classroom as they happen

7. Provides an opportunity for observation and clear and detailed study through unusual angles, slow-motion, animation, and editing to compress time and space

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ADMINISTRATIVE CONSIDERATIONS RELATIVE TO TELEVISION

1. The use of television in instruction is stimulated by districts.

   Currently there are 563 schools in 86 districts in 7 counties paying .50 per ADA.

2. Policy

   Policy is determined by the Regional Educational Television Committee, the Executive Committee, Office of the County Superintendent of Schools and the Los Angeles County Board of Education.

3. General Content

   The curriculum committees representing the participating districts set the general content area, levels, and the in-service training programs necessary to implement the telecasts.

4. Specific Content

   Specialized curriculum and evaluation committees set the guidelines and framework for individual programs, help design the production and work with the television teacher.

5. Selecting the Teacher

   The teacher is selected by representatives of school districts and the Office of the County Superintendent of Schools.

6. Final Program Content

   Final program content is handled by the television teacher, the producer, and curriculum specialists.

7. Production

Production is guided by the producer working with the director of the station. This office could do a more creative job. Perhaps more access to a director and some specialized types of talent is needed.

8. Broadcast Schedule

The broadcast schedule is determined by the Regional Educational Television Advisory Committee, the Executive Committee and the County Schools Office.

9. Re-use, Retirement, Revision

The Office of the County Superintendent with the advice of the Regional Committee, the Executive Committee, and the teacher discuss these matters as they arise. The legal aspects are under consideration.

10. Rights

The problem of residual rights is now being explored. A good deal of information resides in the Proceedings of the Conference on Professional Rights and Responsibilities of Teachers in Relation to the Newer Educational Media published March 15, 1962 by the National Education Association.

3-8-63

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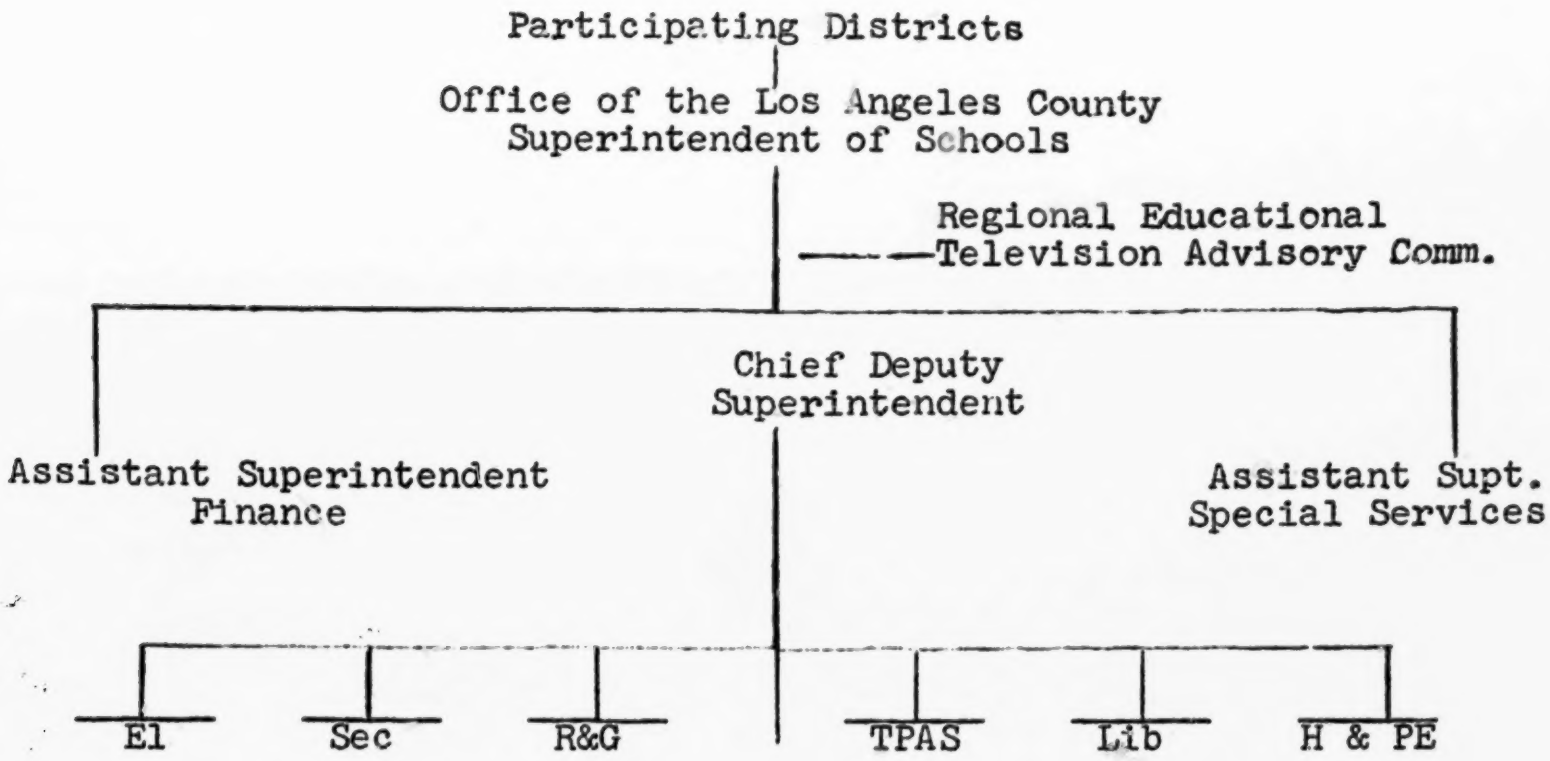
ORGANIZATIONAL CHART FOR TELEVISION



Division of Audio-Visual Education

Radio Consultant

Television Consultant

Film Consultants

Audio-Visual Education

- Television Teachers
- Clerical Staff
- Curriculum Committees
  Objectives
  Evaluation
- Production
  How the content is presented

3/4/63

SOME OF THE ATTRIBUTES OF A GOOD TELEVISION TEACHER

Ability as a classroom teacher

Competence in subject matter

Creative and imaginative mind

Ability to plan and develop a lesson

Ability to think and plan visually

Warm pleasing personality which "comes through" the television set

Dignified but relaxed manner

Cooperativeness - the ability to work well with others

Sense of humor

Ability to take criticism

Ability to communicate and stimulate

Ability to adjust to unexpected situations

It is obvious that no one teacher will excell in all these areas, but it may help to be aware of the possibilities. No attempt has been made to list the traits in order of their importance.

Television Teacher Audition Form

Name of Teacher_____

Name of Evaluator_____

Content

Appropriateness to the overall topic — Excellent___Adequate___Inadequate___

Comments:

Development of this "lesson" — Excellent___Adequate___Inadequate___

Comments:

Instructional Approach

Method of presentation — Excellent___Adequate___Inadequate___

Comments:

Effectiveness of language — Excellent___Adequate___Inadequate___

Comments:

Pacing of presentation — Excellent___Adequate___Inadequate___

Comments:

Motivational characteristics — Excellent___Adequate___Inadequate___

Comments:

Personal Characteristics

General appearance Excellent___Adequate___Inadequate___

Comments:

General voice quality Excellent___Adequate___Inadequate___

Comments:

Enthusiasm Excellent___Adequate___Inadequate___

Comments:

"Projection" of personality Excellent___Adequate___Inadequate___

Comments:

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DIVISION OF AUDIO-VISUAL EDUCATION
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March 11, 1963

Planning, Preparing, and Producing Quality Television Programs

PLANNING FOR THE YEAR:

1. A meeting is held with curriculum representatives from all districts and counties involved in the television project. Recommendations are made relative to subject matter areas, grade levels, and content. Priorities are listed.

2. The recommendations are presented to the Regional Educational Television Advisory Committee for consideration and approval.

3. The Regional Committee submits the program to its agent, the Los Angeles County Superintendent of Schools, for consideration and approval of the Los Angeles County Board of Education.

4. After the County Board of Education gives its approval the responsibility for implementation is given to the Division of Audio-Visual Education.

PLANNING FOR EACH SERIES:

1. A curriculum committee develops the scope and sequence.

2. Possibilities for presentation of the series are explored in light of purposes and content

    Using video tapes of programs available from other areas

        studying cataloges to select video tapes for preview
        arranging with the studio to preview tapes
        previewing sample programs

    Using a regular classroom teacher to present the series

    Using specialists who excel in the subject area

        college professors
        scientists
        artists
        musicians

    Using a classroom teacher and a resource person

    Using visual images with scripted narration

    Using a script writer for the content and a County Office Consultant for the presentation

PLANNING AND PREPARING INDIVIDUAL PROGRAMS:

1. A curriculum committee meets with the television teacher and/or coordinator and suggests topics and sequence.

2. Television consultant and television teacher or resource person start the research on these topics and make contacts with the authorities in each selected field.

3. Trips are made to places being studied and conferences held with resource people

   Examples -- Census Bureau, Remington Rand Corporation, Chamber of Commerce, Automobile Club, Highway Commission, U.C.L.A., Air Pollution Control District, La Jolla-Scripps, Santa Barbara - Offshore Drilling, Jet Propulsion Laboratory, Huntington Memorial Library

4. The notes taken at these conferences are reviewed and studied.

5. Many books, magazines and newspaper articles on the subject are read and studied.

6. The teacher decides what is suitable and important for this grade level lesson.

7. The teacher and coordinator consider the many possible ways of presentation and select the one which seems most appropriate.

8. Plans are made for visuals - how many are needed and where they should be time-scheduled in the program.

9. Many films are previewed to find suitable clips.

10. The hunt for still pictures, slides, models, etc., begins.

11. The lettering of all words needed for the flannel board and any charts to be used is done.

12. The lesson is then written out word for word in order to time it. It must be exactly 14 minutes and 30 seconds, including all film clips and inserts if it is a 15 minute lesson.

13. The teacher then practices with tape recorder over and over to help with timing, voice inflections, pace and continuity.

14. Fact sheets are written up and sent to the studio telling which equipment is needed, the number of pictures and slides that will be used, and the time of any film clips.

15. Rundown sheets for the directors and cameramen are worked out in great detail, both with audio and visual columnar directions so that every picture or object will come in and go out on the proper cue.

.6. If a guest is to appear, several rehearsal times are set up with him a few days in advance.

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March 11, 1963

A Television Teacher's Day at the Studio

1. Rise extra early

2. Pack car with the following:

   a. Mounted pictures, films and props to be used on the programs
   b. Title cards
   c. Run-down sheets
   d. Electrical transcription of theme music
   e. Vocabulary words and charts
   f. Change of clothes (two programs are taped on same day)
   g. Make-up kit (for afterwards)
   h. Metrecal (in case taping lasts through the noon hour)

3. Stop by County Audio-Visual Office to make a final check with television consultant on materials:

   a. Video tapes
   b. Audio tapes
   c. Flannel board
   d. Film strip projector and screen (if needed)

4. Arrive at studio (KCOP--La Brea near Santa Monica) in time to:

   a. Have special television make-up put on by make-up girl
   b. Get props set up
   c. Put visuals in proper order
   d. Go over plans and run-down sheets with director
   e. Go over plans for theme music and any records or tape recordings to be used with audio man
   f. Discuss special instructions for time cues, signals, etc., with floor director
   g. Do a "walk-through" of program so that cameramen and director can work out which camera to use for each scene and to show the places where time must be allowed for one of the cameras to swing to a new position
   h. Put on microphone and "make a test" to check equipment and video tape quality

5. "Stand By -- Tape's Rolling"

   a. "Smile -- I'm on television"
   b. If we're lucky, 14 minutes and 30 seconds later the first program is completed. However, at times things go wrong, such as difficulties with the lighting, problems in the audio booth, film clips getting misplaced, etc., and we start again
   c. Quickly change clothes. Go over plans for second program with director, floor director, audio man, cameramen, etc. Test tape again
   d. Tape second program

6. Two more programs completed:

   a. If any time is left of the two hours allowed at the studio, we rush up to the video tape recording room to see a part of the second tape played back. There is seldom time and so we must take the director's word that the tape is acceptable to be played back on the designated date
   b. Car is repacked with everything that was brought, including video tapes (these are kept at County Audio-Visual Office until date of program)
   c. Television make-up removed -- street make-up applied
   d. Pick up mail at studio

7. Return to County Office to:

   a. Work on study guides for classroom teachers

      (1) Listen to audio tape of program to review content for inclusion in study guide
      (2) Describe possible preparation and follow-up activities for the television lesson as well as an explanation of what was done on the program
      (3) Check books and films to be included as references and list

   b. Answer mail from students
   c. File materials used that day
   d. Gather films and other items necessary for the next week's programs (planning was started at least a month ahead)
   e. Work out (Fact Sheet" for the studio for the following week

8. Return home

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March 11, 1963

When television becomes an integral part of classroom learning:

Students

Have models to observe and with whom they can identify - teachers, scientists, authors, artists - people who are effective, sensitive, creative - people who exemplify the satisfaction that learning and competence in one's field can bring

Who are more advanced academically find "doors" opened to new materials, new ideas, new questions. They develop greater powers of discrimination and more awareness of the many aspects of the world around them. They follow up with more reading, more research, individual projects

With reading or learning difficulties are able to receive information, ideas, insights that they would not be able to obtain through reading. Thus, "doors" are opened to them but in a way different than for the more advanced students

Who are not able to attend school can still feel that they have a part in the class work

Teachers

Have more time for individual and group learning situations with the television lesson taking over some of the responsibility for preparation of material, giving information, and showing materials

Are able to "stand at the elbow" of the child and observe his reactions - to note the things that interest him, that concern him, that puzzle him

Have many opportunities to observe excellent teachers; to see new and different and successful teaching techniques; and to observe the effects of these techniques in learning situations

Parents

Are able to observe the kinds of lessons and the subjects their children are receiving in the classroom and have more understanding about the school program

Are better able to discuss with their children the learning experiences of the day

Librarians

Have found that it is important to know ahead of time what books are mentioned on the telecasts since mention of a book results in many requests for that book at the library

Are able to use their knowledge of the television lesson to stimulate exploratory reading in a field

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF AUDIO-VISUAL EDUCATION
155 WEST WASHINGTON BOULEVARD, LOS ANGELES 15, CALIFORNIA

Comments and Suggestions

Submitted by Lynne Gross, Television Teacher for "Guidepost to Literature" March-May 1962

COMPENSATION

1. I feel television teachers should definitely be paid more. Preparing a television program is much more time-consuming than preparing for a classroom. Not only does the television teacher have to get additional audio-visual aids, but he has to co-ordinate with many, many people. This means he has to make an elaborate study guide for the classroom teachers, a run-down sheet for the television director, a work order for the artist, an outline of course content for the consulting committee, a facilities list for the television studio, etc. Because he is the medium of television, he must see that copyrights are cleared, and he must have all material carefully timed. These are all duties that do not occur in classroom teaching. I do not know exactly what compensations ratio Los Angeles County Schools use, but on the basis of other knowledge and experience, I feel it is too low. For Example:

   a. This semester I was a part-time instructor at a state college where I taught one class and earned $498. During this same semester I earned $375 for the Television teaching. I feel I put at least twice as much work in the Television teaching as into the college instruction.

   b. I read in the April 1962, NAEB Journal (p. 31) that the most common figure which college professors earn per program is $100. I earned $37 per program. College programs are undoubtedly one-half hour and my program was fifteen minutes, but the difference is still significant.

   c. Figuring my salary on an hourly basis, I earned less than $1.70 per hour.

2. Another suggestion I have is to provide television teachers with stamped envelopes. I mailed a lot of things into the office and, although the postage didn't put me in bankruptcy, I would have been much happier if I hadn't had to pay it. I was told to add the postage into my mileage, but my mileage was goofed up enough as it was and besides it's awfully hard to convert stamps into miles, so I didn't bother.

3. It would also have been nice if there would have been a petty cash kitty that I would have used for small items. For example, I had to pay several parking lot fees, and once I had to get a thermofax of a page in a library book. Again, these amounts did not break me, but I don't feel they are something I should pay out of my own pocket.

4. I did appreciate being able to make collect calls to the office, and I feel this policy should definitely be continued.

5. Another problem more indirectly related to compensation is money paid to guests. I feel that my best programs were the ones on which I used other people, and I think in general, one of the values of educational television is that it can get people with special talents into many schools throughout the area without the person having to go to each individual school. But I was reluctant to ask even college students to appear because I knew I couldn't pay them. Fortunately there are enough people around who are naive enough to think television is glamorous, and I was able to get people to appear, but it was embarrassing, and I don't think it's right. In this case I think even a small token would be better than nothing.

6. Another problem which did not affect me but which no doubt affects most of the TV teachers is the problem of not being hired full time. Fortunately, I had another part time job, but if I would have been teaching full-time and also trying to do TV work, I don't think I could have done a very effective job. For one thing, one of the most beneficial things I did was go into the field and talk to students and teachers viewing the program. If I had been teaching full time, I wouldn't have been able to do that. This was so valuable that I think it should be required of all TV teachers. I realize this is an involved problem, and I don't pretend to have THE solution, but I do feel teachers should be hired on a full time basis and given time to go to classrooms.

INITIAL AIDS

The first few weeks of working as a TV teacher (like the first few weeks at any new job) are the most confusing and complicated. This is to be expected, but I feel there are a few aids that could be given to new TV teachers which would be a tremendous help.

1. I think that all beginning teachers should be given a list telling what they will be expected to do. In this way, they will know what they are getting into and nothing will come as a surprise. In my own case, I knew most of what I would have to do, but I didn't know that I would have to write material for "Look and Listen." When I learned this, it psychologically scared me because I didn't know what I was getting into. As it turned out, it wasn't much of a chore at all, and if I had been prepared to expect it, it wouldn't have bothered me in the least. It might be a good idea to give such a list to teachers who want to try out for TV; in fact, now that I think of it, it might be a good idea to circulate a little booklet on what a TV teacher does.

2. In connection with Initial Aid No. 1, I think it's a very good idea to give new TV teachers sample copies of such things as a study guide, rundown sheet, "Look and Listen," work orders, and facility lists. All the sample copies that were given to me were exceedingly helpful.

3. I would have liked to have known earlier than I did exactly what the artist can do. I wasted a lot of time on my first batch of visuals because I didn't know exactly what Don had available. It would be a good idea to make a list of visual affects which are possible, or probably even better, let the teacher talk to Don before doing anything with visuals.

4. Likewise, I would have liked to have known what the TV studio had available in the way of studio props. From my experience working in a TV studio, I had a fair idea of what to expect, but there were some things that appeared in later programs that I would have liked to have used in earlier programs had I known they existed. Here again a list or a "tour" of the studio might help.

5. I also think it would be helpful to give beginning teachers a list of hints for presentation covering such matters as what to wear, how to handle visuals, how to work with the camera, etc. I have a rather concise section in my thesis which deals with this if you're interested.

6. I thought the taping schedule was exceedingly helpful. It made it quite easy to make long range plans.

7. And just another little point. I think all TV teachers should be given one of those big white zippered bags. They're great.

THE CONSULTANT COMMITTEE

I felt meeting with a consultant committee at the beginning of the course planning was very valuable. However, I felt as though I left them somewhat up in the air. Elinor asked me if I wanted to meet with them again, and I could't think of any real necessity for meeting with them; yet I felt I should have had some sort of a follow-up, but just what I'm not sure.

RESOURCE MATERIAL

1. As with many other things, I think it would be a good idea to have a list for teachers of logical places to get good resource material. I didn't realize the LA City Library had such a complete picture file and found out about it one day when Phil Essman happened to mention it casually.

2. Since the LA City Library does have these pictures, there should be arrangements made for teachers who don't live in the city to check out books. Dr. Gerletti wrote a letter for me stating that I worked for the county schools. The first time I tried to get pictures, this letter worked. The second time it didn't, and I couldn't check out the pictures I wanted.

3. Since there are many pictures, etc. around the audio-visual office, I think these should be put into filed order so that they can be made available. This would save a lot of searching.

4. Also, I feel that all visual aids used on the programs should be saved and filed. I probably shouldn't make this suggestion because I certainly like the idea of being able to keep the used RP film myself, and it certainly is better for me to keep them and use them in a classroom (as I'm sure I will do) than to have them piled in some happenstance form in the office. But if a file can be made, I think they should be saved for future television use.

THE STUDY GUIDE

1. From what I could gather from talking to teachers, the study guides are very helpful and well-used. One teacher remarked that they enabled her to be "prepared without preparing".

2. Since study guides are used so much, I think every effort should be made to make sure that the schools get them. Just about every teacher I talked to had had some difficulty with getting study guide material. In most cases I think this was the school's fault, but somehow the ease of obtaining a study guide has to be communicated to the schools. If the study guide is going to be sent out in installments, it might be a good idea to include a boldface note on the first installment telling how to obtain additional and future copies of study guides.

3. I found the study guide presented a problem because it was made so far in advance, and I then felt obligated to hold to what the guide said. This reduced my flexibility. For example, I would have liked to have read more student-composed limericks, for I received a bigger reply than I expected, but I didn't want to eliminate anything that the study guide said I was going to do that program. Another time what I had planned didn't take as much time as I had expected, so I added another poem. I wished there could have been some way I could have let teachers know this. The optimum solution to this problem would be to write the study guide after the programs are taped, but I realize the impossibility of this so have no real solution for the problem.

PROGRAM FORMAT

1. I feel TV teachers should be encouraged to use variety in their sets and visuals for it makes a more interesting "show". (and I don't think there is anything wrong with making an educational program a "show" unless the showmanship begins to overpower the education). I found that there was a bit of a negative reaction whenever I wanted to do something different from what I usually did. For example, the RP is a wonderful machine, but I got a little tired of almost straight RP shows. I'll take 99% of the blame for this because I should have hollered for something different, but I would also have appreciated suggestions for new and different techniques.

2. The problem which caused me the most consternation was timing. I could have spent a lot less time preparing the programs if I hadn't felt that they had to be timed so closely. This may be dreaming, but it would be very helpful if the tapes and the station would allow for another minute or two of "slop."

STUDIO PROCEDURES

1. In general, the people at the studio were very co-operative and pleasant to work with. At times I would have appreciated more variety in the shots, and I felt this group was the least anxious to accept variety, but they always wound up doing a good job and made the taping a relaxing, enjoyable experience.

2. I wish there was some way to insure that the crew would read the Facilities List. There were times that the program could have been better if they would have been aware of the props that I needed.

CONTACT WITH SCHOOLS

1. I felt getting to meet the teachers and students watching the programs was a most valuable experience. I think all TV teachers should be required to do this - the more the better. I feel it benefits the TV teacher, the classroom teacher, and the students.

2. I would have liked to have had a more complete list of the schools that were watching. I think it would be a good idea if there were some short form that schools would be requested (or required, if possible) to fill out if they are using the programs.

CRITICISM

I would have liked more constructive criticism from teachers, audio-visual people, and studio personnel. Everyone commented that the programs were going well, and I, too, felt they were quite acceptable, but I feel the only way I can grow and the only way educational television can grow is by improvement, so I would have welcomed more suggestions. However, being able to watch the programs was a great advantage as far as self-improvement is concerned.

As far as I'm concerned, co-operation is the most outstanding quality of the TV experience. Everyone was exceedingly co-operative and easy to get along with. I particularly appreciate all the help which Elinor Richardson gave. She was always very sensible and dependable. She took all problems in her stride and nothing was ever "impossible." She was always very willing to help with anything from completely rearranging the taping schedule to fit in with my master's comprehensive to helping me put on a microphone. I don't see how she keeps going at her rapid pace.

All in all, this television teaching experience was very valuable and I thoroughly enjoyed it. I think there are many ways that the whole system of television teaching can be improved, but considering that Los Angeles does not have an educational television station, and considering that this type of teaching has only been in existence in L.A. for a few years, I think it is doing remarkable well.

HOURS SPENT PREPARING TEN 15-MINUTE GUIDEPOST TO LITERATURE PROGRAMS

Date	Number of Hours	Purpose
Dec. 11	6	Planning
18	4	Committee Meeting
20	4	TV Workshop
21	6	Planning
22	6	Planning
Jan. 2	3	Committee Meeting
10	9	Planning
12	2	Visual Research
15	4	Planning
23	2	Visual Research
Feb. 5	8	Committee Meeting & Lorena St. Work
.6	2	Run Down
.7	5	Run Downs, Timing
8	3	Trip to L.A. for visuals, etc.
13	1	Rehearse and Plan
14	2	Taping
16	3	Study Guide
19	4	L.A. Meeting
21	4	Library work for Study Guide
22	9	Study Guide
23	9	Study Guide
24	3	Study Guide
25	3	Look and Listen
Mar. 9	6	Study Guide
10	5	Study Guide
11	6	Run Downs
15	3	Trip to L.A.
16	3	Study Guide
17	6	Study Guide
18	2	Rehearsing and Timing
19	5	Study Guide
20	5	Rehearse & Tape
21	4	Library Work and Study Guide
26	2	Taping
30	1	Work with Skit
Apr. 3	1	Skit Rehearsal
4	4	Rehearse & Tape
5	2	Skit Rehearsal
7	2	Run Down
11	3	Rehearse & Tape
12	4	Skit Rehearsal and Planning
16	2	Run Down
Apr. 18	2	Trip to L.A.
19	4	Visiting Teachers Using Program
22	2	Rehearsing and Library Work
23	2	Observing Class
24	1	Skit Rehearsal
25	3	Rehearse & Tape
27	4	Run Down
28	2	Meeting Teachers Using Programs
30	3	Run Down
May 1	2	Meeting Teachers Using Programs
2	4	Rehearse & Tape
3	3	Observing and Teaching Class
7	7	Run Down & Other Forms
10	3	Trip to L.A.
11	1	Rehearsing
14	1	Rehearsing
15	3	Taping
20	2	Answering Student Letters
27	2	Filling Forms
28	4	Visiting Classes
29	2	Filling Forms

	225	Total Hours

This averages 22-1/2 hours per program

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF AUDIO-VISUAL EDUCATION
155 WEST WASHINGTON BLVD., LOS ANGELES, 15, CALIFORNIA

March 11, 1963

Report from Arthur J. Schechter and James A. Campbell
Regarding Time Spent on Television Series, Understanding Science

Two-week Schedule

Day	Together	Individually	Work	Total Hours
Sunday	5		Planning, writing scripts	10
Tuesday	3		Planning, writing scrips	6
Misc.		6	Reading, research, checking equipment	12
Saturday	5		Planning	10
Misc.		2	Checking visuals	2
Misc.		6	Reading, research	12
Saturday	4		Rehearsing, taping	8
			Total Hours	64

The subject was one they were both teaching in Junior College. Equipment was available to them to use.

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF AUDIO-VISUAL EDUCATION
155 WEST WASHINGTON BOULEVARD, LOS ANGELES 15, CALIFORNIA

A LOOK AT TELEVISION TEACHING

I. Satisfactions

A. Opportunities to meet outstanding and interesting people in a variety of fields.

B. Excitement of working in a new medium. (Pioneering)

C. Rewarding response of children and other teachers through correspondence, class visits, etc.

D. Resource personnel and materials are more readily available to television teacher than classroom teachers.

E. More flexible schedule is possible for lesson preparation (other than taping times, in studio) - no yard duty, registers, discipline, etc.

F. An opportunity to learn new things and have experiences that would not otherwise be possible, thus contributing to one's personal development.

G. Concentration of effort makes it possible to go into depth in subjects.

II. Concerns and Problems

A. Time Involved - Much more than regular teaching.

1. In order to justify using television for a lesson, many things are required:

a. New information which takes extended research.

b. Great number of visuals which may be difficult to find or must be professionally made and mounted for television use.

c. Film clips, recordings, etc., must be chosen carefully, making it necessary to preview and time many possible sources.

d. Checking with a number of people relative to the selecting of subjects, guests, materials and words used in lesson.

e. Approval must be obtained for use of films - (sometimes this approval is not forthcoming which necessitates starting over.)

2. Traveling to places being studied, or to meet with guests, often takes several hours, in addition to the time spent while there in planning or gathering material.

3. Writing each script is tedious and time consuming.

4. The best possible use of every minute must be made on television. Therefore, it takes innumerable hours of practicing, timing, cutting, replanning, visiting classes for reactions and then practicing and timing again. (A 15 minute program can take just as long or longer to prepare than a 25 or 30 minute one.)

5. Lesson plans must be written up in such detail that the director knows exactly what the teacher will be doing every minute, and what she will be saying as cues for visuals.

6. In order to have these cues in mind and give them in proper sequence, without relying on notes, constant thought is given to the coming programs, and a teacher finds herself thinking and planning and practicing day and night.

7. Each lesson requires much more preparation and polish than a conventional classroom lesson.

8. On day of taping; packing and unpacking the car, driving to and from the studio, carrying all materials in and out, waiting for stage clearance, getting make-up on, setting up for lesson, waiting on studio personnel, taping the program, and returning borrowed goods takes a good 6-8 hours.

9. Time for correspondence with guests, teachers and students needs to be considered.

10. One morning a month is spent with advisory committee--also many other meetings to attend.

11. If the teacher takes time to view each lesson in a classroom, she has a much better understanding of how students respond, and therefore, how to improve future programs.

12. <u>It would be ideal</u> if every lesson could be tried out first in a classroom rehearsal held in studio with director and crew, a chance to view program after taping and make necessary changes.

B. <u>Tension</u> - Unnatural situation for teaching

1. Talking to a camera, and with many distractions from crew in studio, is frustrating and frightening. The lights and "mike" are hot, making the teacher even more uncomfortable during taping.

2. No students are present to respond and give clues for pacing.

3. Cannot rely on students participation to contribute to success of lesson; - television teacher must do it all alone - not knowing <u>how</u> or <u>if</u> it is being received and understood.

4. The suspense of waiting for all to be ready creates nervous tension.

C. Helpless Feeling

1. No time allowed for rehearsal in studio!

2. Success of television teaching depends on many people. The teacher has limited control over:

   a. Effectiveness of guests

   b. Actions of director, stage crew, cameramen, etc., thus causing many disappointments after much preparation and hopes for a good lesson.

3. The teacher has no control over technical difficulties such as faulty tape, program being erased, wrong program aired etc.

4. A lack of consistency of studio personnel, causes many problems; example: frequent change of directors, cameramen, make planning more difficult - never knowing who or what to expect.

5. The ultimate value of the lesson depends in large measure upon the classroom teacher - preparation and follow up.

D. Pressure

1. Lessons must be ready on time - no postponing or calling a substitute if not well.

2. Studio schedules are not flexible.

3. Timing of lessons (28 min. 10 sec.) necessitates many rehearsals with stop watch and editing of planned material

4. The knowledge that thousands are watching and making critical evaluations adds to pressure and nervous tension. There is very close critical scrutiny of every lesson. It is difficult to meet the needs of all teachers and students who are viewing.

E. Appearance

1. Must maintain standards of personal appearance - hair, nails, and dress. These show up more on television than in a classroom.

2. Can't change too much; weight, hair, or style of clothing.

F. Responsibilities to Students, Teachers and Public

1. Letters from students, teachers, administrators, parents, and home viewers must be answered. Thousands of letters and student projects are received each year.

2. Requests for classroom visits, PTA talks, in-service meetings, civic organizations, college classes, church groups, etc., must be considered. These groups are located all over Southern California.

3. When a Series is Repeated:

The above responsibilities continue as long as tapes of the programs are re-used. These functions, time consuming as they are, are performed under a sense of moral obligation, even after a teacher's employment and remuneration have ceased.

Programs must also be kept up to date (Sharing of students' work is a necessity in "Living in the West").

G. Added Expenses

1. Clothes - for all occasions.

2. Cleaning of clothes after each taping due to studio make up.

3. Hair styling, manicure etc.

4. Meals cost more out than in a school cafeteria.

5. Luncheons or dinners for guests often run very high.

6. Additional equipment is needed at home: tape recorder, stop watch, etc.

7. Large enough car to carry flannel board, blackboard, charts, pictures, boxes of equipment, video tapes, etc.

8. Long distance telephone calls from home.

Submitted by_____
Elizabeth Tunison

ET:ev

3-11-63

Office of the Los Angeles County Superintendent of Schools
Division of Audio-Visual Education
155 West Washington Blvd., Los Angeles, 15, California

REACTION SHEET FOR EDUCATIONAL TELEVISION PROGRAMS, 1962-63

District_____ School_____ Grade Level_____

Title of Program_____ Date and Time_____

Where Was the Program Viewed: Classroom____ Auditorium____ No. of Students____

1. Check the ways in which you found the study guide helpful:

   Vocabulary _____ Supplementary reading _____ Points for discussion _____

   Description of program _____ Other (indicate)_____

2. For my class the topic was:

   Very useful _____ Somewhat useful _____ Not useful _____

   If the topic was not useful, what suggestions do you have for change?

3. For my class this program was:

   Too easy _____ About right _____ Too difficult _____

4. Preparation in my classroom for this program included (check those applicable):

   Vocabulary review _____ Discussion _____ Questions formulated _____

   Other (indicate)_____

5. Follow-up in my classroom for this program included (check those applicable):

   Further reading _____ Reports _____ Discussion _____

   Listening to taped recording of program _____ Drawing or Painting _____

   Bringing in related materials _____ Checking questions raised _____

   Other (indicate)_____

6. Check ways in which pupils showed interest in the program:

   Paid close attention _____ Raised questions _____

   Commented enthusiastically _____ Mentioned new ideas learned _____

   Other (indicate)_____

   Name (optional)_____

Spring 1961

Summary Statements of Reaction Sheets for Living in the West

1. Was the Study Guide helpful?

   The majority of the comments indicated that study guides are very helpful and are even more helpful when they are more specific.

   Having the study guides arrive as early as possible is important.

   A larger bibliography including provision for a wider range of ability was suggested.

2. How did the class prepare for the program?

   Discussion, review of previous programs, and use of study guides were listed most frequently.

   Many classes found it helpful to list questions about which they hoped to find answers.

3. How did the program tie in with on-going class activities?

   The majority of teachers indicated that the programs did tie in with on-going class activities. Time schedules did present problesm to many classes.

   The series was correlated with language arts, music, math, science, conservation and social studies in which geographical aspects of the series were especially important.

4. List new vocabulary mentioned.

   One of the important outcomes was increased vocabulary.

   The list of vocabulary mentioned by teachers is attached.

5. What questions were raised by the students?

   The questions which were raised by the students will provide help and direction in planning next year's programs.

   The complete list of questions is attached.

6. How did the class follow up the program?

   Examples of follow-up activities listed by teachers will be included in next year's study guides.

   The complete list of follow-up activities is attached.

7. What suggestions did the teachers offer?

Most suggestions had to do with overcoming technical difficulties.

Again the importance of receiving study guides earlier was mentioned as well as suggestions on changes in time schedules.

Some concern was expressed over the number and kinds of reaction sheets to be returned.

8. What was teachers' general reaction to the program?

Out of 324 reaction sheets 294 gave a positive general reaction and 30 comments could be considered negative.

Summary of Rkaction Sheets - LIVING IN THE WEST

4. List new vocabulary mentioned by teacher.

adaptation
aerial
algae - 1
algin - 1
apartment house for fish
arthrapods
automatic
ballast - 1
bar scale
bathyscaph - 3
Beebe
bends
bubbles of bladder
buoyancy
census
centrifugal force - 1
civic center
clover leaf
color
computer
copepod - 1
currents
cutting blades
derrick
diamond ramp
diatoms
diving gear
drilling
enlarged
enumerations
enumerator
equator
equatorial zone
FOSDIC - 3
geographic center
gravity
growth and decline
harvesting kelp
Hacel
Hilda
inner space
inversion
kelp
keys - 1
latitude
legends - 1
limited access
longitude
mammal
maps
microscopic
mowing machine
oceanography
octopus
offshore
parallel
petroleum
phyla
Piccard
plankton
population - 1
pressure
projection
relationships
rotate
Sargasso Sea
scale - 6
SCUBA - 2
seaweed - 1
shark
skeletal
skin diving
spores
smog
smoking machine
sphere
square
statistics
stratification
submarine
symbols - 1
tetrahedron - 3
tetrapod
texture
tide pool
tides
topographical
Trieste
Tropic of Cancer
Tropic of Capricorn
tropics - 1
undersea photography
UNIVAC - 2
watts
weather
weather detection
weight

5. What questions were raised by the students?

<u>Freeways</u>

Where is the freeway to be built in our area going to be located?
How long are freeways?
Are they safe?
Who designs them?
How could the pictures be taken with so little traffic on the freeway?
Why are so many freeways needed?
Why is the freeway coming in front of our school?
Do the freeway people pay money to move houses?
Why don't we have guard rails on all highways?
Why, with all the safety devices, are there so many accidents on the freeways?
How are freeways planned?
Wanted to know more about interchanges.
Why were different types named as they were: diamond, trumpet, etc.?

Summary of Reaction Sheets - LIVING IN THE WEST

Question 5 (continued)

Are there freeways in other places besides California?
Questioned statement: "Freeways are safer than other highways."

Census Program

How large is one man's area?
About how many people did one enumerator need to count?
How does he find out there are people living in a place of business?
What if a person is not at home?
What if the people in the home speak a foreign language?
How did UNIVAC come to be? Who were the men who invented this machine?
How does it think?
How did someone put the machine together?
How did they pay for the machines?
How can a machine do so much in such a short time?
Why has the population increased so much in the last 10 years?
Why do they take a census?
How does L. A. rate in population on a world basis?
Why are some areas so much more heavily populated than others?
What is our population?
Why are so many people settling in California?
What is a census?
Did not understand connection of film on UNIVAC to census later.
Why is the Fosdic Book marked with dots?

Maps

What symbols are used on our maps?
Why isn't Whittier on our world map?
How much of our country is considered "The West"?
How did they draw maps in olden days?
Do all maps use the same scale of measurement?
Do all use a scale of miles?
Where is the geographic center of the U.S. if the geographic center of the world is off the coast of Africa?
How may maps be enlarged?
Who made the first maps?
Where the directions were on a map.
Wanted further explanation of scale.
Re-explain tropic and "streets and roads" ideas.

Smog

Why couldn't we find the suggested words in our dictionary? (tetroon, tetrahedron)
How is smog formed?
Why is the Los Angeles Basin so different? Does weather affect it? Fog?
Many questions about program and details about the instruments used.
Unsure of meaning of tetrahedron.

Summary of Reaction Sheets - LIVING IN THE WEST

Question 5 (continued)

Holling C. Holling

What other books did Mr. Holling illustrate?

Off-Shore Drilling

Could we visit this island?
How did they know oil was there?
Is there a solid surface over the middle of the island? Of what?
How deep is the water where the auto bodies and streetcars are dropped?
How high is this stack of apartment houses for fish?
How do they drop car bodies and streetcars into the ocean?
How do they get the oil to land?
What is the derrick for?
How do they whiplash (whipstock)?
How do they get the posts down to the bottom?
What are the bottoms of the platforms made of?
Has anybody ever been to the bottom to see the drilling?
How is oil formed?

Kelp

Who first discovered that kelp could be used commercially?
Why was kelp sent to a factory?
Do they use it to make any medicine?
How do they deliver it to the factory?
How deep and how high does kelp grow?
What do they use it for?
How did seaweed get there?
How did they discover uses of kelp?
Why are they improving the plants?
Is algin used in popsicles and (lik-m-aids?)?
Were interested in knowing about other products?
Asked questions about how kelp grows.
Several questions regarding texture, weight, color and some other kinds of seaweed.

Skin Diving

How many tanks are needed?
How long did Mr. Stewart stay down at 250 feet?
Did Mr. Stewart ever suffer from bends?
Was he ever attacked by sea creatures?
Have you speared an octopus ... shark?
How much air in a large tank?
How to keep from being crushed at greater depths.
How long does it take to learn to skin dive?
How much does the average equipment cost? Weigh?
What is a safe depth?
Danger of underwater diving.
Why is it dangerous to dive 200 feet?
Why do men want to dive? Are their reasons for diving good ones?

Summary of Reaction Sheets - LIVING IN THE WEST

Question 5 (continued)

What is nitrogen? How does it affect a diver?
How far down is it safe for a beginner to dive? A professional?
What makes the diving suits so air tight?
Many questions regarding skin diving and SCUBA diving.
Diving procedures; medical terms; bends.
How does a rubber suit keep the diver warm?
Why is a light suit of foam rubber used when it was necessary to use a weight belt? Could it be for safety ... quick surfacing?

Bathyscaph and Ocean

Why is it so cold at the bottom of the ocean?
Where is the bathyscaph used?
What do you need (physically) to be a test diver?
How is this related to skin diving?
How cold does it get in the bathyscaph?
What different sounds are heard at the seashore?
Is everything green under the ocean?
How could we survive if there were no oceans ... or could we?
What does the ocean look like under the surface?
Is Guam an island? Where is it located?
Asked questions about the equipment.
What other people have received Merit Awards?
What is the correct way to spell bathyscaph?
Questions about places and schools where they can learn more about the ocean ... as they advance.
They didn't understand exactly how this (bathyscaph) was like a balloon ... or it wasn't clear what the gasoline was for.
Why did my fish die?
How do mammals in the sea take care of their children?
Did Jacques Piccard get an award?
Curious about the depth of the ocean and wondered how it was formed.
Did they find anything very unusual in sea life?
How do men who ride in the sphere get in and out of it?
Why doesn't the boat or boats sink that are carrying the 20 pound sacks to put on the top of the bathyscaph?
Is there an escape provision with diver's suits for the men and similar safety measures?
How do the men get air while in the bathyscaph?
What would happen if the bathyscaph failed to rise after dumping the ballast?
How come it was so light on the bottom of the ocean?
How do the sacks make the bathyscaph go down?
Did the sacks still stay on the bathyscaph?
How did the men get into the sphere?
Wanted to know more about the bathyscaph.
How is air pumped in?
How is a descent and ascent made?
What training is necessary to run a bathyscaph?
Did not understand the use of ballast and gasoline.

Summary of Reaction Sheets - LIVING IN THE WEST

Question 5 (continued)

General

Some questions on unfamiliar concepts raised by the program.
Many questions raised by students -- too many to list here.
Questions on vocabulary.
What is watts?
Many questions usually discussed.
What some of the words meant.
Only about things they couldn't see clearly.

6. How did the class follow up the program?

A. Discussion, reporting and sharing related information

(1) Discussed the topic presented on the program (36)
Maps
How to show roads and buildings on maps
Way to learn about the ocean
Why we should know more about the ocean
SCUBA Diving
Holling C. Holling

(2) Shared experiences related to topic discussed
Highway work
Art
Ocean

(3) Made reports
On SCUBA Diving
To other classes on SCUBA Diving
Listed things brought by truck and car
On uses of family car
Census

B. Sought Additional Information

(1) Interviewed People
Parents to find out reasons for moving to L.A. area
to find out more about the census
Uses of kelp
SCUBA and Skin Diving
How freeways are paid for
Enumerators to find out about Fosdic

(2) Invited resource people to talk to the class
Father .... a right-of-way agent
Father who works on Hilda and Hazel
Father .... SCUBA equipment

(3) Did Research
on various symbols used on maps
to see if other maps had legends
to find geographic center of U.S.
to check the effect of acquisition of Alaska and Hawaii on location of geographic center of U.S.

Question 6 (continued)

studies L.A. area and freeway maps
used globes to locate ocean currents and Sargasso Sea
to find out what agricultural expansions are bieng made to care for people
in encyclopedia for information about our state
to find out more about petroleum products
to find out more about Rincon Island
to find out how they knew oil was there
to find out about offshore drilling
tried to find out why blood of fish looks green and whether or not fish take baths
to study about the ocean
to explore further sea life ... shells
to find uses of sea weed
encouraged more thinking on questions ... used books to help reach conclusions
gathered more data
looked for answers to questions discussed
looked for more information
used figures on growth to find population
located areas of growth and tried to discover reasons for growth
used county population figures to find out growth and decline of population

(4) Brought in related materials to share with class (1)
freeway maps
book used in taking census
books, magazines, and newspaper clippings (1)
pictures on sea life and ocean
book by Holling C. Holling
articles (3)
maps
SCUBA diving materials
kelp
pictures

(5) Investigated new words (2)
learned new terms
made lists of words
looked for meaning of Fosdic
Tetrahedron
SCUBA
tetroon
had vocabulary quiz (?)

(6) Wrote letters
to Division of Highways for costs

(7) Studied Maps
Located route to L.A. Harbor for field trip
measured distances and used scale to figure distances (2)
examined maps for legend and other symbols

Summary of Reaction Sheets - LIVING IN THE WEST

Question 6 (continued)

studied maps of community
studied maps to find geographic center of U.S.
used maps

(8) Asked and answered questions (4)

(9) Increased interest in and use of reading
looked for answers to questions discussed
read magazines and newspaper
brought in magazines and newspaper articles
brought in books
further reading
looked for books and magazines related to topic
desired more data
read and made reports
asked to see books by Holling C. Holling
asked for books on diving
eager to use resource material
used encyclopedia to find out about our state
began reading about skin diving and undersea creatures
read Mr. Holling's books as suggested (2)

C. Prepared and Organized Materials and Ideas

(1) Organized displays or interest centers
on information about Hancock Research Center at U.S.C.
on tide pool sheels and animals
on materials made from algin
made a file
made bulletin board displays (1)
made charts and posters on kelp

(2) Recorded information
took notes and outlined points of interest
wrote reports to answer questions
listed ocean dangers as suggested

(3) Made collections
maps
tide pool materials
pictures

(4) Made maps (3)
of county using symbols for parks, R.R., highways, dams, etc.
of school yard with scale of miles
of school room and school community
of their home ... neighborhood
of freeways
of aerial views
Figured scale for drawing a map

(5) Prepared oral reports (3)

Summary of Reaction Sheets - LIVING IN THE WEST

Question 6 (continued)

D. Expressed Ideas and Reactions Creatively

(1) Writing
stories (2)
creative writing
poems

(2) Dramatic play
wanted to dramatize freeway driving

(3) Drew or painted pictures
fish and other objects
marginal drawings
West (2)
twenty-story buildings to scale to illustrate depth of ocean

(4) Made models
models of bathyscaph (2)
models of tetrahedron
models (2)

E. Used Audio-Visual Material and Equipment
opaque projector to study maps
film on "Maps and Their Meanings"
related films and filmstrips
filmstrips on land and water maps symbols

F. Carried on Home Projects
interviewed parents
collected news articles
surveyed magazines and books
read
made notebooks
prepared reports
collected pictures
collected materials to show at school, such as diving equipment, shells, seaweed
looked up meanings of words

G. Became Interested in the Topic Discussed on the Program
wanted to know more about interchanges, machinery used to build freeways
interested in: inner and outer space exploration, maps and geography of California, diving, housing increases, plants and animals of sea, resources of California, movement of earth around sun
more interest in surroundings
wanted a computer to do their arithmetic
wanted to see next program and find out more
eager to use resource materials
showed interest in the topic

Los Angeles County Superintendent of Schools
Division of Research and Guidance

Assessment of Educational Television Spanish Instruction

Introduction

Regional Educational Television Instruction in first- and second-year Spanish was received during 1961-62 by districts and classrooms in Los Angeles, Orange, Riverside, Ventura, and San Bernardino Counties. The Regional Television Advisory Committee requested that the evaluation subcommittee prepare an assessment of the students participating in the first- and second-year Spanish Instruction Program.

Assessment Methods

The evaluation committee agreed to use the same instruments which had been used in the spring of 1961 so that some comparisons might be made. The achievement of pupils of various grades was to be summarized according to the indicated scholastic aptitude of the pupils (Group I, high ability; Group II, average ability; Group III, low ability; Group IV, no aptitude rating available). The first-year Spanish test was constructed as an assessment of vocabulary and verbal comprehension. Test items were mainly pictorial and orally presented via television. The measurement was primarily concerned with conversational Spanish and did not place emphasis upon reading or written Spanish. The students were able to respond to the test items without writing Spanish.

The test of achievement developed and used in the spring of 1961 for the Segunda Aventura Espanola was also primarily concerned with vocabulary and comprehension of conversational Spanish. The test materials were largely pictorial although some sections presented written material which the pupil read as the examiner presented it orally via television. The following descriptions of the seven sections of the second-year Spanish test will give some indication of the nature of the test items. This assessment of the second-year Spanish was constructed to measure the vocabulary and means of expression which the content of the course had presented. More complex types of comprehension and application in addition to reading Spanish words were included in the second-year test.

Test Section 1. The students were given an oral description in Spanish of an object or condition. They were asked to select from a choice of three pictures the picture which most nearly represented the statement made by the teacher; e.g., "I have two water glasses", or "The rabbit has large ears", etc. The content for this section of the test included people, animals, man-made objects, and various physical conditions.

Test Section 2. The teacher gave the students a category, such as fruits, members of the family, numbers, etc. The students were to pick out from a list of four nouns the one which did not belong in the category.

Test Section 3. Each item dealt with matching questions and answers, such as the appropriate reply to "How are you?" or "What day is it?"

Test Section 4 presented a picture with three sentences describing the picture. The students were to select the phrase or sentence which gave the best description of the picture.

Test Section 5 presented a large picture of a classroom. The students were asked to identify the various objects by their correct Spanish names. The second part of the test asked them to select the statements which were accurate descriptions of what was pictured in the classroom.

Test Section 6. The television teacher gave a description of numbers, time, objects, animals, or persons in various actions. The students were asked to select the picture which was described by the verbal statement.

Section 7 was a story which the students read in their test booklets as the television teacher read it aloud. The students then selected the correct comprehension questions dealing with the story.

Copies of these tests are available for inspection through the Regional Television Advisory Committee.

Nature of the Television Instruction

The evaluation committee decided to use the same instruments since the study guide material was the same as had been used in the previous year. However, the number and length of the telecasts were changed from the previous year. During 1960-61, Segunda Aventura Espanola had been given in two half-hour programs each week. During the past year, 1961-62, Segunda Aventura Espanola was given in three fifteen-minute telecasts each week. The study guide materials presented to the students and teachers had been previously prepared for the two half-hour weekly programs. Supplementary guides for instruction were provided for the teachers and students to facilitate the use of the original study guide. These changes in study guide materials were thought to represent mainly a subdivision of the content into different intervals rather than any addition, deletion, or modification of the content presented during the two years.

Assessment Results

The attached tables present the distribution of the number of items correctly answered by students in grades 4 through 8. Each grade level population was also subdivided into four groupings of scholastic aptitude for learning - Group I designated as fast learning capacity, Group II average learning capacity, Group III slow learning capacity, and Group IV undefined capacity. The tables present the total results for all participating school districts and separate tables present the results from Orange and Los Angeles Counties and Pasadena.

The following observations may be made from these results: In first-year Spanish the most comprehensive sampling was for grades 5 and 6. An inspection of the median score of the different ability groups of each grade revealed the same pattern of ascending success by scholastic aptitude and grade placement in school. Without exception the slow learning capacity students had a lower median score than the average and fast learning students. Grade 6 pupils, without exception, had higher median scores than the grade 5 students. The test for first-year Spanish was completed without error by a substantial portion of the students. This was anticipated since the content of the items did not go beyond the content of the Spanish presented during the telecast and in the study guide.

There was an increase of mean score from the slow, average, or fast learning students respectively. This was true for all grades tested. There was also a most dramatic overlap of scores made by the slow, average, and fast learning students. The distribution of scores suggests that with this type of learning via educational television, there is considerably less difference in achievement of the different scholastic aptitude groups than with the classroom learning via paper, pencil, and books. This is well illustrated by the distribution of scores for Group I and II for grade 5.

The second-year Spanish results are presented in the tables labeled Segunda Aventura Espanola. They present the results for the total population of 7515 students and Orange County sample of 1489 and a Pasadena sample of 2283. Each of the tables reflects a consistent pattern of achievement in spite of the considerable variation in the size of the population tested. Comparisons between or among grades are not advisable. The substantial population tested at grade 6 shows the progression of median scores with the groupings from low to high of scholastic aptitude. On this more complex measure of achievement in Spanish the results show a somewhat larger difference in success for the student populations coming from various levels of scholastic aptitude.

These results which show the number of items correctly answered out of a total of 40 items on the first-year Spanish test and 90 items on the second-year Spanish test must be viewed in a different manner than standardized test results which are scales to differentiate wide ranges of ability and achievement (scales frequently contain items that no students would be expected to answer). Both of these tests were more like subject matter achievement tests constructed to fit a defined learning experience. No content was included that was not presented in the television and study guide materials. For this reason a higher degree of mastery would be anticipated. These results suggest that substantial progress is made in both the first- and second-year programs via television. They also suggest the possibility of students with slow learning capacity for academic subjects in some cases doing better work than they normally perform in the conventional classroom instruction with written materials.

These assessments must be considered as only partial measures of the instructional program and dealing with only two of the goals for which the television instruction was devised and presented.

#31209A
RH:vo
11/7/62

Assessment of Educational Television

First-year Spanish
1959-60 and 1961-62

		1959-60		1961-62	
	Grade	N	Median Score	N	Median Score
Group I	5	1949	39	5608	35
	6	1351	39	1478	36
Group II	5	1645	35	6318	31
	6	1212	36	1689	33
Group III	5	464	29	2018	27
	6	382	32	415	29

The table presents the median scores for the three groupings of scholastic aptitude for grades 5 and 6 taking the end-of-year test via television. The following tendencies are noted.

1. Median achievement increases with scholastic aptitude and grade in school.

2. The median scores obtained from the testing in 1959-60 were slightly higher than those obtained from the sample tested in 1961-62.

#31209B
RH:vo
11/7/62

Assessment of Educational Television

Second-year Spanish
1960-61 and 1961-62

		1960-61		1961-62	
	Grade	N	Median Score	N	Median Score
Group I	5	468	71	73	76
	6	489	81	3268	77
Group II	5	318	56	109	64
	6	323	69	2614	64
Group III	5	76	54	37	49
	6	178	64	776	50
Group IV	5	34	57	15	32
	6	87	67	294	52

The results of the testing in the years 1960-61 and 1961-62 cannot be compared without reservation due to the obvious differences in the size and nature of the samples tested and the possible differences of the length of time of the telecasts. For example, the median scores for 5th grade during 1960-61 were generally lower for the fast and average capacity students than the sample tested in 1961-62. However, the number of pupils tested were so different as to make the comparisons questionable. Conversely, the median scores of the 6th grade population in 1960-61 were higher than the population tested in 1961-62. Once again the sample was many times larger in 1961-62. It seems reasonable to hypothesize that these differences in median scores may be due to the sample size and characteristics of the pupils tested.

The consistent tendencies in both years are the direct improvement in median scores with increased level of scholastic aptitude (Group I, II, and III) and the higher scores made by 6th graders over 5th graders.

An unqualified conclusion regarding the comparison of the two years cannot be made. Several factors might account for the differences in median scores:

1. The time of presentation might be effecting the results. During 1961-62 a total of forty-five minutes per week was telecast through fifteen-minute programs on Monday, Wednesday, and Friday. In contrast, during 1960-61, one hour per week was presented in half-hour programs on Tuesday and Thursday.
2. The study guide materials devised for the two half-hour programs might not be as effectively used with three fifteen-minute programs.
3. The "Hawthorne Effect" may be lessening with successive years of the television programs.
4. The teacher preparation and participation before and after the broadcasts might be changing from year to year.
5. The "climate" of acceptance or promotion within the various schools might be changing.

#31209C
RH:vo
11/7/62

Guidepost to Spanish
Spanish Television Test Results
"Aventura Espanola" (First-Year Spanish)

GRAND TOTAL

		NUMBER OF ITEMS CORRECT																												
	Grade	15 & Below	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	TOTAL	MEDIAN
GROUP I	5	30	11	15	19	31	41	40	52	76	68	114	109	115	153	177	191	245	252	418	329	355	418	470	559	638	682	5608	35
	6	8		1	2	6	12	11	9	14	20	17	22	28	38	32	36	42	70	73	82	109	110	134	165	203	234	1478	36
	2&3				1		1	1		1		1	2		1	3	1			2	3	3	3	2	3	8	2	38	35
	4&5	2		1	2	2	1	3	1	2	7	5	7	9	10	5	13	8	14	21	24	25	37	41	29	30	35	334	36
	5&6		1	2				2		2	3		4	3	5	5	5	8	13	11	6	11	16	10	18	27	31	183	36
GROUP II	5	122	29	55	95	88	86	132	162	202	212	208	247	295	307	350	345	334	354	315	309	328	316	327	329	365	406	6318	31
	6	34	10	20	14	30	45	38	33	31	46	43	60	54	63	68	88	79	86	102	94	101	100	120	100	110	120	1689	33
	2&3	1		1			1		3	1		1		1			2		1	2	1	1	2	1	4	1	3	27	33
	4&5	4	1	5	9	5	2	10	4	9	9	12	12	11	12	19	10	16	11	14	15	16	13	17	16	20	9	281	31
	5&6	4		2	3	1	4	2	5	5	7	10	13	8	7	17	13	19	20	21	15	8	20	19	19	24	21	287	33
GROUP III	5	80	34	33	54	79	78	96	92	76	95	118	105	95	72	88	84	78	83	67	58	57	58	72	71	82	113	2018	27
	6	19	11	8	12	8	12	13	19	13	9	12	12	16	28	20	18	14	16	23	20	14	19	18	15	20	26	415	29
	2&3	1	1				2			1								1	1	2			2	2	1	2	1	17	33
	4&5	5		3	1	3	5	2	1	4	3	2	4	3	3	1	1		1	2	2		1	2	1	2		52	24
	5&6	1				2		2	2	3		2		3	1	3		1		1	3						2	26	27
GROUP IV	5	18	10	10	14	22	35	16	23	17	24	24	31	23	31	29	30	25	32	30	20	33	26	24	28	25	30	630	29
	6	9		3	11	2	5	6	7	6	5	11	6	7	8	7	7	10	8	18	12	10	13	13	8	17	19	228	32
	4&5		1	2		2	3	4	1	1	4	1	1	1	4	2		1	1	2	2	1	1	1			1	37	25
	5&6	1				2		2	2	3		2		3	1	3		1		1	3						2	26	27

#31076A-MU
RH:vo
9-4-62

TOTAL 19,692

Guidepost to Spanish
Spanish Television Test Results
"Segunda Aventura Espanola"
(Second-Year Spanish)

GRAND TOTAL

		NUMBER OF ITEMS CORRECT																										
	Grade	24 & Below	25 27	28 30	31 33	34 36	37 39	40 42	43 45	46 48	49 51	52 54	55 57	58 60	61 63	64 66	67 69	70 72	73 75	76 78	79 81	82 84	85 87	88 90	TOTAL	MEDIAN
GROUP I	5	2	1	1	2	2	1	3	2	3	1		1	3	3	1	1	5	4	6	8	9	11	3	73	76
	6	35	18	43	48	61	42	33	37	50	79	83		107	107	128	165	177	263	289	361	377	462	303	3268	77
	4,5,6		1		2		1			3		3		1	1	6	6	5	5	14	21	31	28	26	154	82
	7,8											1	1	1	1		4	3	2	3	3	6	7	2	34	80
GROUP II	5	5	2	2	3	2	6	2	2	6	4	6	7	1	6	8	8	6	2	5	5	4	12	5	109	64
	6	94	43	39	64	65	88	89	89	133	125	144		151	162	150	150	175	170	155	178	158	126	66	2614	64
	4,5,6						1	1	2	4	4	3	2	3	4	1	5	6	4	4	7	3	2	4	60	69
	7,8						1	5	1	2	2	6	1	2	7		1	3	2	1	3	1	3	4	45	62
GROUP III	5	7		1			2	5	3		2	1		3	1	2	2		1		2	2	3		37	49
	6	63	20	21	24	48	45	37	41	58	46	47		44	40	17	33	24	25	24	22	33	35	29	776	50
	4,5,6	2				2	1		2			1					1								9	
	7,8			1		1		1	2	2	2					1	2	1	1	2	2	1		4	23	69
GROUP IV	5	5		1	3		1				1	1		1										2	15	32
	6	24	5	6	12	10	13	22	17	19	19	17		13	18	8	10	6	6	12	12	13	10	22	294	52
	4,5,6																	1							1	
	7,8				1			1						1											3	

#31076B-MU
RH:vo
9-4-62

TOTAL 7,515

Guidepost to Spanish
Spanish Television Test Results
"Aventura Espanola"
(First-Year Spanish)

ORANGE COUNTY

		NUMBER OF ITEMS CORRECT																													
	Grade	15 & Below	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	TOTAL	MEDIAN
GP. I	5	4	1		3	5	5	3	8	10	9	12	13	6	13	20	19	22	25	41	32	33	51	56	58	84	72	605	36
	6	2				1	2	3		1	4	2	3	1	5	7	5	10	15	11	15	22	25	36	28	37	30	265	36
GP. II	5	16	3	7	16	11	18	20	17	35	12	24	25	33	40	36	33	34	44	37	32	34	36	33	41	42	47	726	31
	6	10	3	10	3	8	8	6	4	3	4	7	11	5	7	4	15	11	9	17	16	11	18	20	18	26	17	271	33
GP. III	5	7	1	4	3	8	8	15	23	6	11	15	16	5	7	11	5	11	8	12	5	4	10	6	3	5	5	214	26
	6	3		3	4			2	1		1	1	1	1	2		2	5	1				1		1	3		32	27
GP. IV	5	5	2	3	1	4	5		2		2	2	3	1	7	5	4	4	4	4	3	4	4	1	4	1	2	77	29
	6	4			3	1			1		1	4	1	2	1	1	3	2	2	1	1		2		1	1		32	27

TOTAL 2,222

#31076C-MU
RH:vo
9-4-62

Guidepost to Spanish
Spanish Television Test Results
"Segunda Aventura Espanola"
(Second-Year Spanish)

ORANGE COUNTY

	NUMBER OF ITEMS CORRECT																									
	Grade	24 & Below	25 27	28 30	31 33	34 36	37 39	40 42	43 45	46 48	49 51	52 54	55 57	58 60	61 63	64 66	67 69	70 72	73 75	76 78	79 81	82 84	85 87	88 90	TOTAL	MEDIAN
GP. I	6	2	1	3	3	1	1	5	7	12	18	19	12	24	26	32	45	46	61	49	77	80	101	57	682	77
GP. II	6	3	1	1	2	3	20	13	18	28	35	27	37	41	42	50	39	44	44	38	48	28	29	11	602	65
GP. III	6	1	2	5	5	8	8	8	5	16	13	10	8	12	16	6	8	5	7	4	1	5	2	1	156	51
GP. IV	6			1	1		1	6	3	6	2	4	2	5	2	3		1	2	2	4	3	1		49	55

TOTAL 1,489

#31076D-MU
RH:vo
9-4-62

Guidepost to Spanish
Spanish Television Test Results
"Aventura Espanola"
(First-Year Spanish)

PASADENA

		NUMBER OF ITEMS CORRECT																												
	Grade	15 & Below	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	TOTAL	MEDIAN
GROUP I	5	4	1	1		3	5	5	6	11	14	24	10	22	26	32	30	35	42	50	48	50	67	74	92	105	131	888	36
	6	1					1									1					1	1	4	5	5	8	22	49	39
	4,5,6										1			1		1	1		1	2	1	1	2		2			13	33
GROUP II	5	18	2	6	4	7	13	15	25	29	31	25	28	45	39	47	47	61	48	46	54	51	43	38	45	43	64	874	31
	6						1							1		1			1	2	1	2	2	1	3		4	19	36
	4,5,6	1																			1	1	2					5	
GROUP III	5	14	8	10	13	8	13	15	16	10	27	19	20	17	12	17	16	17	15	10	10	6	4	3	6	5	10	321	26
	6																		1				1	1				3	
	4,5,6	4				1				1																		6	
GP. IV	5	2		2			6	3	2	3	5	2	3	3	5	4	2	3		6	5	4	5	2	2	1	5	75	29
	4,5,6									1								1										2	

TOTAL 2,255

#31076E-MU
RH:vo
9-4-62

Guidepost to Spanish
Spanish Television Test Results
"Segunda Aventura Espanola"
(Second-Year Spanish)

PASADENA

		NUMBER OF ITEMS CORRECT																								
	Grade	24 & Below	25 27	28 30	31 33	34 36	37 39	40 42	43 45	46 48	49 51	52 54	55 57	58 60	61 63	64 66	67 69	70 72	73 75	76 78	79 81	82 84	85 87	88 90	TOTAL	MEDIAN
GP. I	4&5															1			2	4	1	5	3	1	17	82
	6	4	5	3	14	17	6	4	3	11	16	20	20	21	21	24	46	53	67	90	105	165	198	130	1043	81
GP. II	4&5							1					1		1		5		2	2				1	13	68
	6	28	18	16	25	20	18	17	21	32	28	46	35	47	47	53	48	48	55	50	57	46	38	25	818	64
GP. III	6	28	12	6	10	15	13	18	16	21	19	19	17	14	14	5	14	9	7	3	12	11	9	13	305	51
GP. IV	4&5																	1							1	
	6	11	2	3	2	5	8	5	8	6	5	5	5	2	4		1	5			3	1	5		86	45

TOTAL 2,283

#31076P-MU
RH:vo
9-4-62

Guidepost to Spanish
Spanish Television Test Results
"Aventura Espanola"
(First-Year Spanish)

		NUMBER OF ITEMS CORRECT																												
	Group	15 & Below	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	TOTAL	MEDIAN
Grade 5	I	30	11	15	19	31	41	40	52	76	68	114	109	115	153	177	191	245	252	418	329	355	418	470	559	638	682	5608	35
	II	122	29	55	95	88	86	132	162	202	212	208	247	295	307	350	345	334	354	315	309	328	316	327	329	365	406	6318	31
	III	80	34	33	54	79	78	96	92	76	95	118	105	95	72	88	84	78	83	67	58	57	58	72	71	82	113	2018	27
	IV	18	10	10	14	22	35	16	23	17	24	24	31	23	31	29	30	25	32	30	20	33	26	24	28	25	30	630	29
Grade 6	I	8		1	2	6	12	11	9	14	20	17	22	28	38	32	36	42	70	73	82	109	110	134	165	203	234	1478	36
	II	34	10	20	14	30	45	38	33	31	46	43	60	54	63	68	88	79	86	102	94	101	100	120	100	110	120	1689	33
	III	19	11	8	12	8	12	13	19	13	9	12	12	16	28	20	18	14	16	23	20	14	19	18	15	20	26	415	29
	IV	9		3	11	2	5	6	7	0	5	11	6	7	8	7	7	10	8	18	12	10	13	13	8	17	19	228	32

#31076G-MU
RH:vo
9-4-62

APPENDIX B

EDUCATIONAL TELEVISION BUDGET, 1962-63

CLASSIFICATION

	Budgeted	Spent	Encumbered	Balances
1. Professional Salaries	$ 19,747.00	$ 1,477.92	$ 3,992.50	$14,276.58
2. Clerical Salaries	11,684.00	3,086.71	6,659.57	1,937.72
3. Mileage and Routine Trips	1,170.00	139.74	283.45	746.81
4. Conferences and Conventions	----	----	----	----
5. Publications	----	----	----	----
6. Operating Expenses	96,739.00	16,449.12	60,103.18	20,186.70
7. Replacement of Equipment	----	----	----	----
8. Equipment	----	----	----	----
TOTAL	$129,340.00	$21,153.49	$71,038.70	$37,147.81

Total Amount to be Received 1962-63 (as per contracts)	$143,908.00	
Total Amount Budgeted 1962-63	129,340.00	
	14,568.00	14,568.00
Total Balances		$51,715.81

3/4/63

LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
DIVISION OF AUDIO-VISUAL EDUCATION
155 WEST WASHINGTON BOULEVARD, LOS ANGELES 15, CALIFORNIA

COSTS OF TELEVISION

1. A commercial half-hour sells generally on the basis of the number of half-hours purchased. An example from a local station's rate card is:

   1-25 weeks -- 8:00 p.m. to 10:30 p.m.
   $2,550 per half-hour

   7:00 p.m. to 8:00 p.m.
   $2,100 per half-hour

   11:15 p.m. to 12 midnight
   $1,500 per half-hour

   9:00 [illegible].m. to 6:00 p.m.
   $1,2[illegible] per half-hour

2. A well-known script-writer will receive $2,000 for a half-hour program, while an "unknown" will accept $500.00. These writers also receive a residual amounting to 140% of the total fee over a period of 7 re-runs. (All further re-runs are gratis)

   A beginning writer or student, will accept much less, ranging upward from $50.00 per quarter hour.

3. A one-hour "documentary" produced locally is normally budgeted at $10,000. (Focus on Sanity is one such program).

4. The Paging Parents series, produced for the California Congress of Parents and Teachers, cost $440.00 per half-hour for taping, plus $180.00 per half-hour for a film copy. County office and District personnel time is contributed by these agencies.

5. Costs of such programs as those of Dr. Baxter, Dr. Harvey are harder to gather. The time costs are as indicated in (1). "Facility" costs for Dr. Baxter's program would be at least 10% higher because of color. The performers have generally been recompensed by the University, as part of their academic "load".

3/11/63

Program	Grade Level	Length	Number of Programs Weekly	Total Number of Programs	Professional Salaries	Mileage	Number of Half Hours of Station Time
Spanish 1	4-5	15 min.	3	96	0	0	1.5 per week 1.5 x $135. = 202.50 202.50 x 32 = $6,480.
Spanish 2	5-6	20 min.	3	96	0	0	2 per week 2 x $135. = 270.00 270.00 x 32 = $8,640.
Spanish In-Service	Pro.	30 min.	15 total for year	15	$60. a day x 2-1/2 days = $150. $150. x 15 = $2,250.	$50.	15 for year @ $135. = $2,025.
Math	4	20 min.	1	27	0	0	2/3 per week 2/3 x $135. = 90.00 90.00 x 27 = $2,430.
Math	5	20 min.	1	27	0	0	2/3 per week 2/3 x $135. = 90.00 90.00 x 27 = $2,430.
Math MPATI	6	20 min.	2	64	0	0	2/3 per week 2/3 x $135. = 90.00 90.00 x 27 = $2,430.
Math In-Service (Ruddell)	Pro.	30 min.		30	0	0	1 per week 1 x $135. = 135.00 135.00 x 30 = $4,050.
Living in the West	4,5,6	15 min.	2	64	$60. a day x 10 days = $600.	$50.	1 per week 1 x $135. = 135.00 135.00 x 32 = $4,320.
Focus on America	8	25 min.	1	30	music 10 x $200. = $2,000. literature 10 x $200. = $2,000. art 10 x $100. = $1,000. $5,000.	0	1 per week 1 x $135. = 135.00 135.00 x 30 = $4,050.

Number to be Video Taped	Program Expense	Study guides	Total Budgeted	Amount to be charged Against 1962-63 Budget	Est. Amount to be charged Against the 1963-64 Budget
10 @ $ 87.50 = $875. 1962-63 1963-64	0	1,500 Tch. guides) @ =) 50,000 Pupil Wrkbks) @ =)	$7500.	$14,855.	
32 Hrs. @ $350. = $11,200. 1962-63 1963-64	0	1,500 Tch. guides) @ =) 50,000 Pupil Wrkbks) @ =)	$7500.	$26,340.	
15 @ $175.00 = $2,625. 1962-63 1963-64	15 x $25. = $375.	1500 x 4 x 15 = 90,000 90,000 ÷ 500 x 1.00 = $180.00		$ 7,050.	
0		$675.	2,000 @ 35¢ = $700.		$ 3,130.
0		$675.	2,000 @ 35¢ = $700.		$ 3,130.
0		$3,200. including rights	2,000 @ 40¢ = $800.		$ 4,640.
30 transfers @ $100. per hr. = $1,500.	0		1,500 @ 25¢ = $375.		$ 5,925.
10 @ $175.00 = $1,750.	10 x $25. = $250.		1,000 @ 50¢ = $500.		$ 7,440.
30 @ $175.00 = $5,250.	30 x $25. = $750.		1500 x 4 x 32 = 192,000 192,000 ÷ 500 x $100. = $385.		$15,435.

Program	Grade Level	Length	Number of Programs Weekly	Total Number of Programs	Professional Salaries	Mileage	Number of Half Hours of Station Time
Special Areas							2/3 per week
Africa	4				25 days x $60. = $1500.	$75.00	2/3 x $135. = 90.00
Japan	4	20 min.	1	32	25 days x $60. = $1500.	$75.00	90.00 x 32 =
Latin America	5				25 days x $60. = $1500.	$75.00	$2,880.
Middle East	7				25 days x $60. = $1500.	$75.00	
					$6,000.	$300.00	
Primary	K-3	15 min.	1	32	100 days x$60 = $6,000.	$300.00	1/2 per week 1/2 x $135. = 67.50 67.50 x 32 = $2,160.
Other In-Service	Pro.	30 min.	10 total per year	10	10 days x $100. = $1,000.	0	10 for year @ $135. = $1,350.
Secondary State Requirements		30 min.	1 Spring Sem. 1963-64	8	50 days x $60. = $3,000.	$150.	1 per week 1 x $135. = 135.00 135.00 x 8 = $1,080.
Music MPATI		20 min.	2	64	0	0	2/3 per week 2/3 x $135. = 90.00 90.00 x 27 = $2,430.

Number to be Video Taped	Program Expense	Study Guides	Total Budgeted	Amount to be Charged Against 1962-63 Budget	Est. Amount to be charged Against the 1963-64 Budget
32 @ $175. = $5,600.	32 x $25. = $800.	1500 x 4 x 32 = 192,000 192,000 ÷ 500 x 1.00 = $385.	$15,965.		
32 @ $175. = $5,600.	32 x $25. = $800	1500 x 4 x 32 - 192,000 192,000 ÷ 500 x 1.00 = $385.	$15,245.		
10 @ $175. = $1,750. 1962-63 1963-64	10 x $25. = $250.	1500 x 4 x 10 = 60,000 60,000 ÷ 500 x 1.00 = $120.	$ 4,470.		
8 @ $175. = $1,400.	8 x $25. = $200.	1500 x 4 x 8 = 48,000 48,000 ÷ 500 x 1.00 = $100.	$ 5,930.		
$3,200. including rights	2,000 @ 40¢ = $800.		$ 4,640.		

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS
155 WEST WASHINGTON BOULEVARD, LOS ANGELES, 15, CALIFORNIA

Suggested Television Programs, 1963-64

Los Angeles County

The following programs are listed as essential

- Spanish I
- Spanish II
- In-service for Teachers of Spanish
- Mathematics, 4th grade
- Mathematics, 5th grade
- Mathematics, 6th grade
- In-service for Teachers of Mathematics
- Living in the West

The following areas are suggested for consideration depending upon the amount of time available and the amount of money

- America's Heritage
  - Middle grades
  - 8th grade
- Special Areas
  - Africa
  - Japan
  - Latin America
  - Middle East
- Spanish III (dependent on the action of the Legislature)
- Special areas for Primary Grades
  - Mathematics
  - Science
  - Art
  - Music
  - Field Trips
  - Health
  - Holidays

Los Angeles City

- Art - Upper Elementary
- Music - Upper Elementary
- Social Studies - 3rd and 4th grades
- Science - grades 3 to 6
- Science - grade 8

3/4/63

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF AUDIO-VISUAL EDUCATION
155 WEST WASHINGTON BLVD., LOS ANGELES, 15, CALIFORNIA

March 11, 1963

Report Concerning Details Relative to the Series
Focus on America Through Art, Literature and Music
(Tentative Title)

TITLE: Focus on America Through Art, Literature and Music

GRADE LEVEL: Grade 8

NUMBER OF PROGRAMS: 30

LENGTH OF PROGRAMS: 25 minutes

At the present time it is planned that there will be ten (10) programs in each of the three areas, Art, Music and Literature. Although each program can "stand alone" the series is designed to have continuing ideas throughout the areas relate to each other.

Listed below are the 30 programs with very brief descriptions and some suggested resource people. Some approximate costs are also indicated.

1 (L) Appreciation for beauty

2 (L) Extending the response to beauty to ways writers have expressed the beauty they see in nature

3 (M) Beauty in nature as expressed in music

Resource to be selected

4 (A) Beauty in nature as expressed in art

Resource to be selected

5 (A) Beauty of the land as interpreted by an artist

Resource: Rex Brandt - $100

6 (L) Ways the creative writer deals with factual materials (Poetic license, myth, historic sense, deeper truths revealed)

7 (A) American Primitives

8 (M) How early Americans interpreted events and their feelings through music

Resource: Myron Sandler and Musicians - $150 - $200

9 (A) Art expressed in early American utilitarian objects

Focus on America Through Art, Literature and Music

10 (M) Music of the Civil War

Resource: Myron Sandler and Musicians - $150 - $200

11 (M) Folklore as expressed in music

Resource: Sam Hinton - $100

12 (L) American spirit of adventure - willingness to take risks, meet change, etc. (A fundamental creative approach to living)

13 (M) The Westward movement as expressed in music

Resource: Sam Hinton - $100

14 (M) California's story as expressed in music

Resource: Sam Hinton - $100

15 (L) Writers who have shaped thought - American dream made real (Jefferson, Sandburg)

16 (A) Development of taste as expressed in architecture, Part I

17 (A) Development of taste as expressed in architecture, Part II

18 (A) Development of taste as expressed in architecture, Part III

19 (M) Music of the early 1900's

20 (L) Robert Frost - Poet Laureate of America

21 (L) The concept of freedom in American writings

22 (M) Jazz as an expression of a people

23 (M) Contemporary Music, Part I

Resource: Temianka

24 (M) Contemporary Music, Part II

Resource: Temianka

25 (A) Influence of industry on Art

26 (A) Twentieth Century Art

27 (L) Love of Laughter as expressed in American writing

28 (L) Respect for the dignity of the individual

29 (A) The consumer in art

30 (L) Values of literature - the consumer